

## **Module 4 Readings**

Benjamin Bloom: Structure of knowledge overview

Terry Armstrong 1998

Conceptual systems theory: increasingly complex levels of behaviour – students' development occurs through interactions with information, interpersonal maturity and environmental conditions.

Low conceptual level students require more structure, organisation or control by the teacher when learning.

Learning Domains or Bloom's Taxonomy

Don Clark 1999

Three types of learning:

- Cognitive: mental skills (Blooms taxonomy – 6 levels) (knowledge)
- Affective: growth in feelings or emotional areas (attitude)
  - Receiving phenomena – awareness, willingness to hear, selected attention
  - Responding to phenomena – active participation on the part of the learner
  - Valuing: the worth or value a person attaches to a particular object, phenomenon or behaviour
  - Organisation: organises values into priorities by contrasting different values, resolving conflicts between them and creating a unique value system
  - Internalizing values; has a value system that controls their behaviour
- Psychomotor: manual or physical skills (skills) (Simpson 1972)
  - Perception; use sensory cues to guide motor activity
  - Set: readiness to act
  - Guided response: includes imitation and trial and error – practicing to learn a complex skill
  - Mechanism: learned responses have become habitual – movements can be performed with some confidence and proficiency
  - Complex overt response: the skillful performance of motor actions that involve complex movement patterns
  - Adaptation: individual can modify movement patterns to fit special requirements
  - Origination: creating new movement patterns emphasis on creativity – highly developed skills

Reading 3 Bloom's Taxonomy – creating a reading contract

Reading 4 Bloom's Taxonomy – multiplication facts